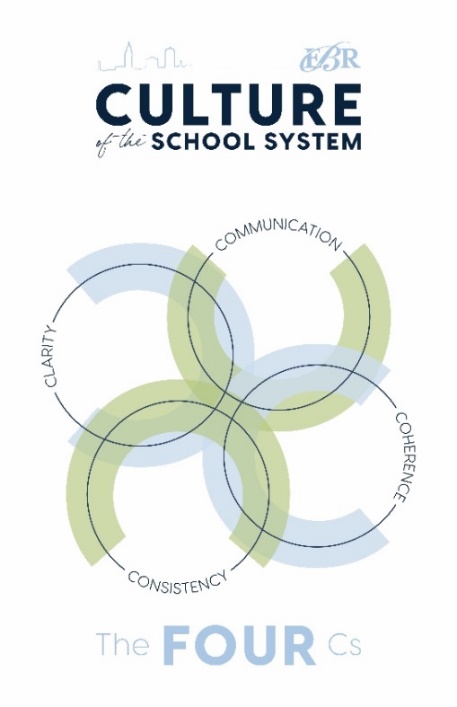
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**East Baton Rouge Parish School System**

**Schoolwide Plan**

**School Name**

Grade Level

Address

Baton Rouge, Louisiana ZIP

Principal’s Name

School Phone Number

Principal’s Email Address

**2022 - 2023**



***Student Achievement Exemplary Customer Service Operational Excellence Employee Development***

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# District Assurance

* The plan was developed with the involvement of parents and other community stakeholders.
* The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
* The plan will remain in effect for the duration of the school’s participation in Title I, except that the school will regularly monitor and revise the plan as necessary
* The plan is available to the LEA, parents, and the public, is in an understandable and uniform format.
* Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

(Component 1): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

(Component 3): High Quality and On-going Professional Development

(Component 4): Strategies to Increase Parent and Family Engagement

(Component 5): Early Childhood Transition

(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

(Component 8): Coordination and Integration of Federal, State, and Local Services and Programs

(Component 9): Teacher Recruitment and Retention

* I further certify that the information in this assurance is true and correct to the best of my knowledge.

|  |  |  |
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|  |  |  |
| Principal |  | Date |
| Executive Director |  | Date |

# Faculty and Staff Review

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Name | Position | Signature |
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# Louisiana’s Goals and Priorities

**Educational Priorities**

* Ensure every student is on track to a professional career, college degree, or service.
* Remove barriers and create equitable, inclusive learning experiences for all children.
* Provide the highest quality teaching and learning environment.
* Develop and retain a diverse, highly effective educator workforce.
* Cultivate high-impact systems, structures, and partnerships.

**Six Critical Goals**

* Students enter kindergarten ready.
* Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.
* Students will graduate on time.
* Students will graduate with a college and/or career credential.
* Students will graduate eligible for a TOPS award.

**Louisiana Believes:**

* Children are our highest priority
* Families are our partners
* Educators are valued professionals
* Graduates must be ready
* Equity matters
* Choice expands opportunities
* Schools are invaluable to communities
* Our future is bright

# East Baton Rouge Parish School System’s Strategic Plan

## **Mission**

Inspiring humanity through transformational learning in the classroom and in the community.

## **Vision**

The East Baton Rouge Parish School System will be the cornerstone of the community as a premier educational institution by inspiring, cultivating and producing a modern workforce prepared to create a robust and thriving economy.

## **Cornerstones**

* **Student Achievement:** We will ensure every child maximizes their education and personal potential by supporting families and students from cradle to career
* **Exemplary Customer Service:** We will provide all stakeholders with caring, responsive, and inclusive experiences with the district.
* **Operational Excellence:** We will be responsible stewards of community resources for the achievement of district priorities.
* **Employee Development:** We will develop and provide opportunities for all employees in ways that help them grow and feel valued.

**Data Portfolio:** *Component 1*

# Types of Comprehensive Needs Assessment Data

The types of data in the table should make up the Data Portfolio housed at school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stakeholder** | **Data Types** | | | |
| *Cognitive* | *Attitudinal* | *Behavioral* | *Archival / Contextual* |
| *Administrators* |  | Administrator QuestionnairesAdministrator Interviews |  | Demographics |
| *Teachers* |  | Teacher Focus Groups  * *Teacher Surveys* * *Teacher Interviews* | Classroom ObservationsWalkthroughsAttendance Rate | Demographics |
| *Students* | * + *LEAP 2025*   + *End-of-Course (EOC)*   + *ACT*   + *DIBELS*   + *DRA*   + *Benchmark Assessments*   + *STAR*   + *SRI* | Student SurveysStudent Focus GroupsStudent Interviews | Classroom ObservationsWalkthroughsDiscipline RatesAttendance Rates | School Report CardsDemographicsSubgroup Components  * *Tableau Reports* * Climate Surveys |
| *Parents* |  | * *Parent Survey* * *Parent Focus Group* * *Parent Interviews* | * *Attendance Rates (school participation)* | Demographics |

**NOTE: Examples of each data type are provided. Other data sources may be utilized.**

**ESSA Schoolwide Plan Requirement 1:** *Conduct a Comprehensive Needs Assessment (CNA)*

Comprehensive Needs Assessment

**SY 2022 - 2023 Schoolwide Planning**

* Strengths and Weaknesses are derived from cognitive student data: the “**what**.” Strengths and Weaknesses determine areas of focus – lead to goals objectives.
* Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the “**why**.” Contributing Factors determine selected strategies – lead to specific implementation activities (the Action Plan).
* The comprehensive needs assessment should present data from sources that include administrators, teachers, students, and parents.

**Part 1: STRENGTHS**

Rank-order the identified **areas of strength** (3-5) from the cognitive data (student performance):

|  |  |  |
| --- | --- | --- |
| **STRENGTHS** | | **DATA SOURCE/INSTRUMENT** |
| 1. | Most students show progress with reading when interventions are properly implemented. | State Test Data |
| 2. | Writing is a deficit in all grades however most students have the basic foundation to begin writing. | State Test Data |
| 3. | Based on the last LEAP Assessment, students are becoming stronger in Math than in previous years. | State Test Data |

**Contributing Factors to Strengths based on Data Triangulation** (must list at least three findings to justify a contributing factor) **-** List the contributing factors from the cognitive, attitudinal, behavioral, and archival/contextual data of the previously identified strengths:

|  |  |
| --- | --- |
| **Contributing Factor: Implementation of Intensive Learning Program** | |
| **Instrument(s):** | |
| **Data Type:**  1. Cognitive  2. Attitudinal  3. Behavioral | **Findings**  1. Curriculum interventions utilized and implemented with fidelity show the most impact as evidenced by observation and progress monitoring.  2. Leadership and staffing stability show positive impact on consistency in the building with culture and staff knowledge and skill improvement. Continued investment in PD for staff will continue to have impact.  3. Behavior incidents in all wings of the building showed continued decrease in number of incidents, |

|  |  |
| --- | --- |
| **Contributing Factor:** | |
| **Instrument(s):** | |
| **Data Type:**  1. Behavioral  2. Attitudinal  3. Cognitive | **Findings**  1. Incidents of suspension have continued to decrease.  2.Staff and Parent surveys indicate limited change in attitude. Parent likelihood to recommend school and overall satisfaction has increased.  3. Continued implementation of Tier 1 curriculums has positively contributed to increase proficiency success for most grades. There has been a swing in students tending to score higher now in ELA vs. Math. |

|  |  |
| --- | --- |
| **Contributing Factor:** | |
| **Instrument(s):** | |
| **Data Type:**  1.  2.  3. | **Findings**  1.  2.  3. |

\*Must list at least three findings to justify a Contributing Factor.

**Part 2: WEAKNESSES**

**Weaknesses** - Rank-order the identified areas of weakness (3-5) from the cognitive data (student performance):

|  |  |  |
| --- | --- | --- |
| **WEAKNESSES** | | **DATA SOURCE/INSTRUMENT** |
| 1. | Student performance on ELA and Math Interims decreased from the previous year. | State Test Data |
| 2. | Most students are reading below grade-level. Students struggle with basic grammar conventions. | State Test Data |
| 3. | Although students are becoming stronger in Math, they still struggle with the basic mathematical foundations. | State Test Data |

**Contributing Factors to Weaknesses based on Data Triangulation** (must list at least three findings to justify a contributing factor) **-** List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses:

|  |  |
| --- | --- |
| **Contributing Factor:** | |
| **Instrument(s):** | |
| **Data Type:**  1. Cognitive  2. Archival  3. Behavioral | **Findings, continued from previous year.**   1. Identified challenge is that most students are reading below grade-level. 2. The trend is observed in lower grades K-2 and trends as a pattern as student matriculates through upper grade.   3. Scholars need continued intentional delivery of ELA/Reading intervention.  4. Reading Mastery is being properly implemented. Students' progress has been observed and tracked. This will be used as students move to higher grades and remain in our building to see a direct correlation to academic growth in all content areas as reading levels grow. |

|  |  |
| --- | --- |
| **Contributing Factor:** | |
| **Instrument(s):** | |
| **Data Type:**  1.  2.  3. | **Findings**  1.  2.  3. |

|  |  |
| --- | --- |
| **Contributing Factor:** | |
| **Instrument(s):** | |
| **Data Type:**  1.  2.  3. | **Findings**  1.  2.  3. |

\*Must list at least three findings to justify a Contributing Factor.

Action Plan

**Title I Schoolwide Program Components:** 1, 2, 3, 4, 6, 7, 8 **ESSA Schoolwide Plan Requirements 2 and 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Core Academics: *ELA, Math, Science, Social Studies*** | | | | | |
| **Weaknesses:** | Weaknesses are the identified areas from the cognitive data (student performance). Be specific. ***List weaknesses for each Core Academic area and the subgroups.***  Math, ELA, Science and Social Studies – all subgroups | | | | |
| **Objectives:** | An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. ***Identify objectives for each Core Academic area and the subgroups.***  Objective 1: Economically disadvantaged subgroup will increase 10% in Math as measured by the state’s LEAP 2025 by June 30, 2022.  Objective 2: Economically disadvantaged subgroup will increase 10% in ELA as measured by the state’s LEAP 2025 by June 30, 2022.  Objective 3: Students with disabilities subgroup will increase 10% in Math as measured by state’s LEAP 2025 by June 30, 2022.  Objective 4: Students with disabilities subgroup will increase 10% in ELA as measured by state’s LEAP 2025 by June 30, 2022.  Objective 5: All students will increase in Science proficiency as measured by State Tests by June 30, 2022.  Objective 6: All students will increase in Social Studies proficiency as measured by State Tests by June 30, 2022. | | | | |
| **Evidence-Based Strategies:** | Data-Driven Decision Making | Response to Intervention | Job-Embedded PD | Technology Integration | Other : |

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| **CORE ACADEMICS - ELA** | **Tier 1 Resources:** | | K -2: Amplify CKLA 3-5: Louisiana Guidebooks 6th - 8th: Louisiana Guidebooks | | | | | |
| **Student Achievement** | | **Exemplary Customer Service** | | | **Operational Excellence** | | **Employee Development** | |
| **Action Steps and Audience**  **(Include Subgroups - Aligned to the Strategies)** | | | | **Persons Responsible** | | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Instruction:**   * Academic Specialists will provide supplemental support in small groups or one on one with students who are below grade level English/Language Arts * Professional development designed to assist teachers in improving classroom rigor and student engagement will be conducted throughout the school year. * Scholars will receive instruction through the reading programs Reading Mastery, Language for Learning (ELPT), and Corrective Reading to assist in decoding, reading, and comprehension. * iReady will be used to assist scholars in improving reading and comprehension skills. * Utilize the Reading Mastery and Corrective Reading program for reading fluency and spelling to create strong foundational literacy skills and provide intervention to struggling readers. * **(CIR)** ELA Content Leader will provide job-embedded curriculum PD to new and current teachers which is content-rich and curriculum specific to newer teachers and current peers where needed. * **(CIR, UIR Academics)** Mentor Teacher will provide “coaching” to undergraduate residents and Post-Bac candidates that supports knowledge and content skills building that in turn increasing impact of achievement building in the classroom. * **(UIR Academics)** Intervention Leader will provide job-embedded intervention curriculum PD to new and current interventionists which is content-rich and curriculum specific to newer teachers and current peers where needed. | | | | Classroom Teachers  Academic Specialists  At Risk Teachers  Paraprofessionals  Content Leaders  Deans  Classroom teachers  Mentor Teachers  Principal  Deans  Academic Specialist  At Risk Teachers & Paraprofessionals | | Daily – Ongoing  Daily – Ongoing  Weekly - Ongoing  Daily - Ongoing  Ongoing | General  Local  Grants | Curriculum materials  Supplemental Intervention Materials |
| **DELETE INFO THAT DOES NOT APPLY.**  **Include assessment frequency in parenthesis behind each assessment.**  **Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**  Pre-K: n/a  K-2nd: Amplify CKLA embedded assessments and Eagle Assessments. Frequency: Embedded in each unit  3rd-5th: LEAP 360, LearnZillion Guidebook assessments, & Eagle Assessments. Frequency: Weekly  6th - 8th: LEAP 360, LearnZillion Guidebook assessments & Eagle Assessments. Frequency: Weekly  9th – 12th: n/a | | | | | | | | |

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| **CORE ACADEMICS - Mathematics** | | **Tier 1 Resources: K-5** Eureka Math 6th-8th Illustrative Math | | | | | |
| **Student Achievement** | **Exemplary Customer Service** | | | **Operational Excellence** | | **Employee Development** | |
| **Action Steps and Audience**  **(Include Subgroups - Aligned to the Strategies)** | | | **Persons Responsible** | | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Instruction:**   * Instructional Learning Paraprofessionals will provide supplemental support in small groups or one on one with students who are below grade level in math. * After school tutoring will be provide for scholars who are below grade level in math. Sessions will be offered with scholars according to areas of need. * Professional development designed to assist teachers in improving classroom rigor and student engagement will be conducted throughout the school year. * Moby Max and iReady will be used to reinforce strategies for all tiers * Special Education teachers, Social Worker(s), and Deans will guide classroom teachers to ensure that all accommodation are being provided for students with IEPs and 504 IAPs. * Utilize the Moby Max program for math fluency and to create strong foundational mathematical skills and provide intervention to struggling scholars in the area of math and English/Language Arts. * **(CIR)** ELA Content Leader will provide job-embedded curriculum PD to new and current teachers which is content-rich and curriculum specific to newer teachers and current peers where needed. * **(CIR, UIR Academics)** Mentor Teacher will provide “coaching” to undergraduate residents and Post-Bac candidates that supports knowledge and content skills building that in turn increasing impact of achievement building in the classroom.   **(UIR Academics)** Intervention Leader will provide job-embedded intervention curriculum PD to new and current interventionists which is content-rich and curriculum specific to newer teachers and current peers where needed. | | | Paraprofessionals  Classroom Teachers  Tutors  Classroom Teachers  Leadership, Coaches, Mentors  Classroom Teachers  At Risk Teachers  Paraprofessionals  Content Leaders  Deans  Classroom teachers  Mentor Teachers  Principal  Deans  Academic Specialist  At Risk Teachers & Paraprofessionals | | Daily – Ongoing  Weekly  Monthly, Annual  Weekly  Weekly - Ongoing  Ongoing | General  Local  Grants | Curriculum materials  Supplemental Intervention Materials |
| **DELETE INFO THAT DOES NOT APPLY.**  **Include assessment frequency in parenthesis behind each assessment.**  **Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**  Pre-K: n/a  K-2nd: Eureka Math Module Assessments & Eagle Assessments. Frequency: Weekly & end of module  3rd-5th: Eureka Math Module Assessments, Eagle Assessments & LEAP 360 Assessments. Frequency: Weekly & end of module  6th - 8th: Illustrative Math Module Assessments & Eagle and LEAP 360 Assessments. Frequency: Weekly & end of module  9th – 12th: n/a | | | | | | | |

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| **CORE ACADEMICS – Science** | **Tier 1 Resources:** | | | | | | |
| **Student Achievement** | | **Exemplary Customer Service** | | **Operational Excellence** | | **Employee Development** | |
| **Action Steps and Audience**  **(Include Subgroups - Aligned to the Strategies)** | | | **Persons Responsible** | | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Instruction:**   * Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction while utilizing tier 1 curricula * Using ongoing data, teachers will provide students with remediation, intervention, and/or enrichment opportunities. Specific core content programs will be used accordingly. * Each month, teachers will use a different Core Values topic to engage students in discussions based on open-ended prompts and supplemental activities such as art and journaling | | | Classroom Teachers | | Ongoing | General | Curriculum Materials |
| **DELETE INFO THAT DOES NOT APPLY.**  **Include assessment frequency in parenthesis behind each assessment.**  **Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**  Pre-K: n/a  K-2nd: LEAP 360, Assessments Embedded in Stem Scope. Frequency: Bi-Weekly  3rd-5th: LEAP 360, Assessments Embedded in Stem Scope. Frequency: Bi-Weekly  6th - 8th: LEAP 360, Assessments Embedded in Stem Scope. Frequency: Weekly  9th – 12th: n/a | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **CORE ACADEMICS – Social Studies** | | **Tier 1 Resources:** | | | | | |
| **Student Achievement** | **Exemplary Customer Service** | | | **Operational Excellence** | | **Employee Development** | |
| **Action Steps and Audience**  **(Include Subgroups - Aligned to the Strategies)** | | | **Persons Responsible** | | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Instruction:**   * Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction while utilizing tier 1 curricula * Using ongoing data, teachers will provide students with remediation, intervention, and/or enrichment opportunities. Specific core content programs will be used accordingly. * Each month, teachers will use a different Core Values topic to engage students in discussions based on open-ended prompts and supplemental activities such as art and journaling | | | Classroom Teachers | | Ongoing | General | Curriculum Materials |
| **DELETE INFO THAT DOES NOT APPLY.**  **Include assessment frequency in parenthesis behind each assessment.**  **Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**  Pre-K: n/a  K-2nd: LEAP 360, Task Assessments Embedded in units. Frequency: end of unit  3rd-5th: LEAP 360, Task Assessments Embedded in units. Frequency: end of unit  6th - 8th: LEAP 360, Task Assessments Embedded in units. Frequency: end of unit  9th – 12th: n/a | | | | | | | |

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| **Non-CORE Academics** | | **Resources:** | | | | | |
| **Student Achievement** | **Exemplary Customer Service** | | | **Operational Excellence** | | **Employee Development** | |
| **Action Steps and Audience**  **(Include Subgroups - Aligned to the Strategies)** | | | **Persons Responsible** | | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Instruction:** | | |  | |  |  |  |
| **DELETE INFO THAT DOES NOT APPLY.**  **Include assessment frequency in parenthesis behind each assessment.**  **Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**  Embedded Assessments in Curriculum / Resources | | | | | | | |

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| **PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics** | | | | | | |
| **Student Achievement** | **Exemplary Customer Service** | | **Operational Excellence** | | **Employee Development** | |
| **Action Steps and Audience**  **(Include Subgroups - Aligned to the Strategies)** | | **Persons Responsible** | | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Professional Development**:   * Teachers will participate in high quality Tier 1 professional development sessions which will be provided by   **ELA**   * + Pre-K: HMH, District   + K-2nd: Great Minds, Better Lessons, District, ELA Content Leader, Literacy Coach   + 3rd-5th: Learn Zillion, Better Lessons, District   + 6th-8th: Pearsons, District   + 9th-12th: Pearsons, District   **Math**   * + Great Minds * **(CIR)** ELA Content Leader will provide job-embedded curriculum PD to new and current teachers which is content-rich and curriculum specific to newer teachers and current peers where needed. * **(CIR, UIR Academics)** Mentor Teacher will provide “coaching” to undergraduate residents and Post-Bac candidates that supports knowledge and content skills building that in turn increasing impact of achievement building in the classroom. * **(UIR Academics)** Intervention Leader will provide job-embedded intervention curriculum PD to new and current interventionists which is content-rich and curriculum specific to newer teachers and current peers where needed. | | Content Leaders  Principal  Academic Intervention Coordinator  Teachers  Deans  Paraprofessionals | | Summer 2021 – Throughout school year | General  Local | Onsite interactive training provided by vendors, hardcopy materials, weekly coaching documentation |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **MULTI-TIERED SYSTEM OF SUPPORT** | | | | | | |
| **Student Achievement** | **Exemplary Customer Service** | | **Operational Excellence** | | **Employee Development** | |
| **Action Steps and Audience**  **(Include Subgroups - Aligned to the Strategies)** | | **Persons Responsible** | | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Academics**  **Social / Behavioral** | |  | |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics** | | | | | | |
| **Student Achievement** | **Exemplary Customer Service** | | **Operational Excellence** | | **Employee Development** | |
| **Action Steps and Audience**  **(Include Subgroups - Aligned to the Strategies)** | | **Persons Responsible** | | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Parental and Family Engagement:**  Topics such as the school calendar, home-school partnerships, and the A3 + C initiative will be shared with parents in such activities as   * Orientation / Back to School Bash * Workshops for parents, family, and the community * Newsletters and school website   Additional parent and family engagement activities include (***Identify additional activities as appropriate)***   * Summer Reading Event * Title I parent Learning event including Reading and Math Nights * Thanksgiving Dinner/Donuts with Deans * Principal Volunteer Luncheon * Partnering for the LEP * Parent Teacher Conferences * African America History Program-Soul Food Luncheon * Snuggle up and Read/Dr. Seuss Day * Muffins for Moms * Donuts for Dads * Summer School Enrichment Meeting | | Parents  Deans  Teachers | | July 2021  September 2021  School Year 21-22 | General  Discretionary local  Title I  Non-grant local funds  General | Event materials  Sign in sheets  Presentation materials |

# Instruction by Certified Teachers – Certified Teacher Recruitment

**(Schoolwide Component 3)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **District Goal(s):** | To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals. | | | | | | | |
| **School Objective(s):** | To employ teachers that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status. | | | | | | | |
|  | | | | | | | | |
| **Student Achievement** | | **Exemplary Customer Service** | | **Operational Excellence** | | | **Employee Development** | | |
| **Action Steps** | | | **Persons Responsible** | | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | | **Documentation** |
| * **(CIR & UIR Academics)** Schools will partner, as appropriate, with the New Teacher Project, LSU, Southern University, Southeastern University of LA, Relay and/or Teach for America in order to meet the school’s workforce needs. | | | Principal, HR Business Partner and recruitment | | Ongoing | **n/a** | | Continued high percentage of certified teachers |

# 

# Transition to Next Level School Programs

**(Schoolwide Component 7)**

**Choose Appropriate Level**  **Preschool to Elementary School**

**Elementary School to Middle School**

**Middle School to High School**

**High School to Post-Secondary**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Achievement** | **Exemplary Customer Service** | | **Operational Excellence** | | | **Employee Development** | | |
| **Action Steps** | | **Persons Responsible** | | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | | **Documentation** |
| **Objective(s):** Continue efforts to increase effectiveness of transition program thereby influencing comfort level of transition parents/kindergarten students  School utilizes a dedicated representative who works with area preschools, daycares, Head Start programs etc, in ensuring kindergarten readiness. The school’s Admissions Representative and Leadership meet with community members and preschools to discuss Preschool transition. Schools plan for transition from preschool to kindergarten include:   * Basic skills children should know coming into K * Difference between young fives and Kindergarten * Kindergarten curriculum * Kindergarten behavior management plan * Tour of the school * Meeting the teachers and visiting the classrooms | | Principle  Lower El Dean  Kinder Teachers | | Summer  Ongoing | General  Local | | Contact documentation  Community outreach records  Attendance sheets  Parent surveys |

**ESSA - Schoolwide Plan Requirements**

ESSA requires three actions that are essential for effective implementation of a schoolwide program:

**Schoolwide Program Requirements**

1. Conduct a comprehensive needs assessment

2. Prepare a comprehensive schoolwide plan

3. Annually evaluate the schoolwide plan

**Steps to Developing a**

**Comprehensive Schoolwide Program Plan**

1. Collaboration: Develop with the involvement of parents, community and school personnel

2. Monitoring and Revising: SW plan will remain in effect for duration of school’s Title I participation

3. Accessibility: Make SW Plan available to LEA, parents and public in an understandable format and (as practicable) in a language parents

understand

4. Coordination: Develop in coordination and integration with other Federal, State, and

local services including ESSA programs, violence prevention programs, nutrition

programs, housing programs, Head Start, adult education programs, career and

technical education programs. The plan must also incorporate any Comprehensive or

Targeted Support & Improvement activities required.

5. Comprehensive Needs Assessment: CNA must be based on academic achievement

information about all students in the school, particularly the needs of those children

failing/at-risk of failing to meet challenging state academic standards. The intent of this

assessment is to help the school understand the subjects and skills for which teaching

and learning need to be improved.